

**Core Question 3: Is the organization effective and well run?**

The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of six indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

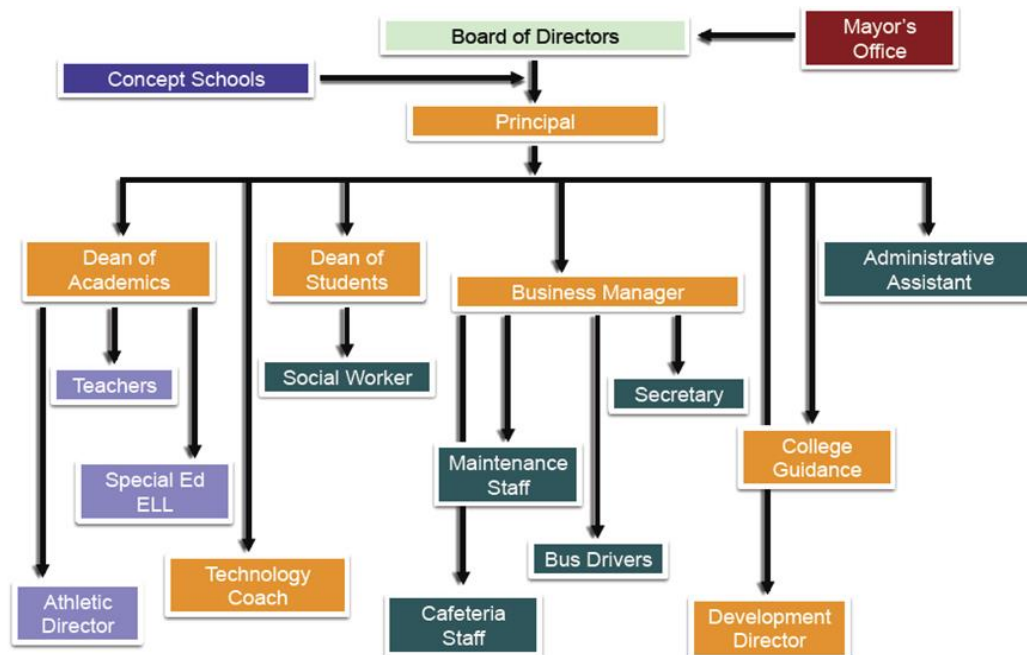
<b>3.1. Is the school leader strong in his or her academic and organizational leadership?</b>							
<b>Indicator Targets</b>	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.					
<b>3.1 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2010-11	2011-12	2012-13	2013-14	<b>2014-15</b>	2015-16	2016-17
	MS	MS	MS	MS	MS		
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						MS
	Leadership stability in key administrative positions						AS
	Communication with internal and external stakeholders						MS
	Clarity of roles among schools and staff						MS
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner						MS
	Consistency in providing information to and consulting with the schools' board of directors						MS

Indiana Math and Science Academy North (IMSA North) contracts with Concept Schools, a charter management organization serving 30 schools in the Midwest, three of which are located in Indianapolis. As part of the school leadership team, Concept Schools provides regional support in the areas of leadership coaching, academics, operations, and finances through a Superintendent, treasurer, instructional coordinators, and finance staff. In the 2014-15 school year, the region experienced some leadership change.

Shortly before the school year began, a new Superintendent was brought in. The new hire has extensive experience in education and was most recently the Superintendent for Concept Schools in Toledo, Ohio. Additionally, the School Director transitioned to lead IMSA West, also based in Indianapolis, and was replaced by a new director from within the Concept Schools network. The new Director has extensive experience in education and previously taught in led schools across the globe. The leadership team, though nearly completely new, demonstrated sufficient academic and operational expertise and was able to delineate roles and responsibilities more effectively.

In order to allow the Director to focus mostly on internal communications and operations, including supervision and evaluation of the educational programs and staff, the Superintendent managed the majority of policy oversight and external communications. Specifically, the Superintendent operated as the liaison between IMSA North and the board of directors and Board Chair, Concept Schools, the Mayor's Office (OEI), and community partners. The Superintendent also effectively integrated the Director into conversations with the board, OEI and other stakeholders and allowed the Director to contribute his expertise as the individual who manages the day-to-day of the school. As part of a multi-state network of charter schools, IMSA North was able to leverage its relationship with other Concept Schools across the Midwest to engage in professional development and best practice sharing.

### Organizational Chart



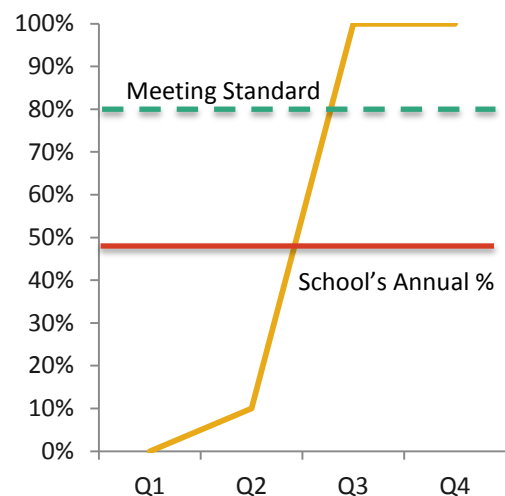
Concept Schools utilized an extensive system of data analysis and provided IMSA North with tools and training to systematically collect and analyze student data to set goals and inform academic programming. Students who needed additional academic support received extended time in after school activities, as well as Saturday School. Additionally, the school set a school goal around student participation in extracurricular clubs, focusing on student engagement as a school priority. Both the Superintendent and Director were able to accurately speak to several types of data and reflect on the school's progress throughout the year.

Overall, the school and network leadership were consistently effective in their organizational and academic oversight and receive a **Meets Standard** for this indicator.

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?							
<b>Indicator Targets</b>	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
<b>3.2 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2010-11	2011-12	2012-13	2013-14	<b>2014-15</b>	2015-16	2016-17
	MS	MS	MS	DNMS	AS		
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation						DNMS
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws						MS
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations						MS
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines						MS

During the 2014-2015 school year, the School Director was primarily responsible for submitting compliance documents to the Mayor's Office (OEI) and the Indiana Department of Education (IDOE). During the leadership transition in the beginning of the year, reports and documents, such as employee spreadsheets, board meeting minutes, and quarterly reports, were submitted after the deadline. However, once the new leaders became familiar with the systems and responsibilities, submission time improved substantially. However, due to the initial issues with reporting, the school submitted just 47% of documents on time.

IMSA North maintained compliance with all material sections of its charter and submitted amendments as necessary. The Superintendent, Director, and relevant network staff were consistently engaged in meetings with OEI. Based on the factors outlined above, IMSA North receives an **Approaching Standard** on this indicator.

**On-Time Compliance Reporting Percentage (3.2a)**


<b>3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?</b>							
<b>Indicator Targets</b>	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
<b>3.3 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2010-11	2011-12	2012-13	2013-14	<b>2014-15</b>	2015-16	2016-17
	AS	AS	AS	AS	AS		
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter						MS
	Clear understanding of the mission and vision of the school						MS
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary						MS
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training						AS
	Effective and transparent management of conflicts of interest						MS
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns						AS
	Adherence to its charter agreement as it pertains to governance structure						MS
	Holding of all meetings in accordance with Indiana Open Door Law						DNMS

During the 2014-2015 school year, IMSA North's board was chaired by the founding board president and comprised of directors with expertise in business, education, community outreach, and facilities. While the board does utilize Concept School financial staff and retains a lawyer, the board continues to lack a comprehensive and diverse roster and would greatly benefit from adding skillsets such as finance, law, and/or marketing to its oversight.

A review of meeting minutes and notes demonstrates the board's clear understanding of the school's mission of preparing students for college through a rigorous science, technology, engineering, and mathematics curriculum. The Superintendent and School Director provided an extensive report and dashboard at each meeting, which generated discussions from board directors around academic programming, finances, school events, enrollment, and staffing. In order to fully promote the mission of the school, the board approved implementation of STEM initiatives including Project Lead the Way and Vex Robotics. Additionally, the board often discussed ways to incentivize teacher retention, building in performance-based raises and bonuses.

#### Skill Sets Represented on Board

Business



Education



Community



Facilities



The Superintendent primarily managed communications between the board, Concept Schools, and the Mayor's Office. He was routinely proactive in providing up to date and transparent information regarding school progress and concerns. Concept Schools handled the majority of governance-related responsibilities, including setting meeting agendas, providing reports, and organizing training and development. While this route ensured IMSA North remained in compliance with the board's bylaws and policies, it would be beneficial for more oversight and direction to come from the board itself.

#### Board Overview

**Indianapolis Math and Science Academy – North holds the charter for Indiana Math and Science Academy North.**

**7**

**Members**

**majority**

**# Required for Quorum**

**The IMSA North board holds monthly meetings.**

**The board delegates management of the school to Concept Schools, a Charter Management Organization that operates 30 schools across the Midwest.**

The board overseeing IMSA North and West merged with the IMSA South board early in the 2014-2015 school year to create a consolidated board. Bylaws were reviewed and revised to ensure compliance during this transition. Meetings were held monthly and regularly achieved quorum. However, several members resigned throughout the year or were asked to discontinue their directorship due to missing three or more consecutive meetings. Meeting schedules were posted on the outside of the school building; however, there were a few instances in which the board neglected to post an agenda prior to the meeting. Additionally, the board had to be reminded that discussing board business on a through an email thread was not in compliance with Indiana Open Door Law (IODL). By the end of the year, the board had a better understanding of IODL compliance and worked to stay in compliance.

Due to consecutive years of receiving an approaching standard on this indicator, OEI issued a formal notice of deficiency to the IMSA board in the spring of 2015. As a result and to address the concerns above, the board decided to engage an external charter school board consultant to provide training on effective school oversight for the 2015-2016 school year. However, for the reasons explained above, the board receives an **Approaching Standard** on this indicator for the 2014-2015 school year.

3.4. Does the school's board work to foster a school environment that is viable and effective?							
<b>Indicator Targets</b>	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
<b>3.4 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2010-11	2011-12	2012-13	2013-14	<b>2014-15</b>	2015-16	2016-17
	n/a	n/a	n/a	AS	AS		
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Regular communication with school leadership and/or its management company						MS
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)						DNMS
	Collaboration with the school leader to establish clear objectives, priorities, and goals						MS
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans						MS

During the 2014-2015 school year, representatives of Concept Schools remained in consistent contact with the IMSA North board. Concept schools provided support in the areas of leadership coaching, academics, operations, and finances. Primarily through the Superintendent, Concept Schools provided up to date information at relevant times throughout the year and maintained consistent communication with both the board and the Mayor's Office.

One of the responsibilities of Concept Schools is to provide an annual evaluation of the School Director. The Superintendent evaluated the School Director, using a national evaluation tool from Concept Schools. However, at the close of the 2014-2015 school year, the board had not yet implemented a formal method of evaluating the Superintendent's performance (individually or as part of the CMO, Concept Schools) or that of its own. While the board provided informal, formative feedback on school progress and guided the Superintendent to focus on specific priorities, the lack of a formalized evaluation and benchmarking system prohibited the board from clearly identifying goals and priorities for itself and the school and from evaluating either at the close of the year.

In all observed meetings and interactions, the board, school staff, and network staff all acted in a professional and respectful manner, indicating a shared commitment to the school's mission. However, due to the lack of formal evaluation systems, IMSA North receives an **Approaching Standard** for school and board environment.

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?							
<b>Indicator Targets</b>	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
<b>3.5 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2010-11	2011-12	2012-13	2013-14	<b>2014-15</b>	2015-16	2016-17
	MS	MS	MS	MS	MS		
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Health and safety code requirements						MS
	Facility accessibility						MS
	Updated safety and emergency management plans						MS
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community						MS

In 2014-15, IMSA North's facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility's design, size, maintenance, security, equipment and furniture were all adequate to meet the school's needs. The school was accessible to all, including people with physical disabilities. The Mayor's Office monitoring of IMSA North's compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. As the school continues and finishes its construction to support its expansion, it will be important to continue monitoring these areas. For its current compliance, the school receives a **Meets Standard** for this indicator for 2014-15.

3.6. Is the school meeting its school-specific non-academic goals?							
<b>Indicator Targets</b>	Does not meet standard	The school does not meet standard on either school-specific non-academic goal.					
	Approaching standard	School is 1) approaching standard on one school-specific non-academic goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific non-academic goals, OR 3) meeting standard on one school-specific non-academic goal, while approaching standard on the second goal.					
	Meets standard	School is 1) meeting standard on both school-specific non-academic goals, OR 2) meeting standard on one school-specific non-academic goal while exceeding standard on the second goal.					
	Exceeds standard	School is exceeding standard on both school-specific non-academic goals.					
<b>3.6 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2010-11	2011-12	2012-13	2013-14	<b>2014-15</b>	2015-16	2016-17
	N/A	N/A	N/A	N/A	ES		
<b>School-Specific Goals</b>	Sub-indicators						Rating
	At least 70% of students will participate in after-school tutoring/clubs.						ES
	At least 20% of students receive a home visit.						ES

Each year, Mayor-sponsored charter schools set two non-academic goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In the 2014-15 school year, IMSA North set its first non-academic goal around student participation in after-school tutoring or clubs. The school reported a 100% student participation in after-school activities. Therefore, the school receives an **Exceeds Standard** on this goal.

IMSA North set its second goal around staff members visiting the homes of their students. The school reported that 48% of students received a home visit, and therefore receives an **Exceeds Standard** on this goal.

Overall, due to the ratings of the individual goals above, IMSA North receives an **Exceeds Standard** on this indicator for the 2014-15 school year.